

Chapter 4 Assignment 1

1. Write the pitch name (chroma and height, e.g., C₄) below each pitch.

A musical staff with ten notes. The notes are: G₄ (treble clef, first line), G₅ (treble clef, second line, ledger line), B₂ (bass clef, second space, ledger line), C₃ (bass clef, first space, ledger line), D₃ (bass clef, first line, ledger line), E₃ (bass clef, first line, ledger line), F₃ (bass clef, first line, ledger line), G₃ (bass clef, first line, ledger line), A₂ (bass clef, first space, ledger line), and B₂ (bass clef, second space, ledger line).

2. Provide each pitch on the staff as a quarter note, using the proper stem direction.

A musical staff with five notes. The notes are: C₃ (bass clef, first space, ledger line), F₂ (bass clef, first space, ledger line), E_b₄ (bass clef, first line, ledger line), F_x₄ (bass clef, first line, ledger line), and G_b₃ (bass clef, first line, ledger line).

3. For the following examples, determine the pitch chroma of each note. In each example, which pitch classes are most common? Which example uses a greater variety of pitch classes?

A musical score for the song "Sandcastles" from the album *Lemonade*. The score is in 12/8 time and features a vocal melody and piano accompaniment. The lyrics are: "We built sand cas-tles that washed a-way, I made you cry when I walked a-way, oh, and al-though I".

Example 1. Beyoncé Knowles, Vincent Berry, Midian Mathers, and Malik Yusef, "Sandcastles" from *Lemonade*, mm. 5-8 (2016).

Allegretto gioiale
 ♩ = 100

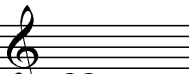
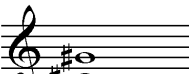
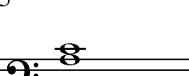
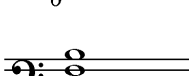
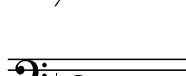
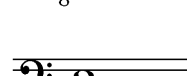
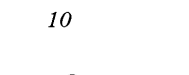
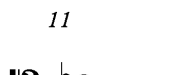
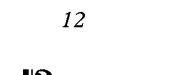
Violin I
 Violin II
 Viola
 Violoncello

mf *p* *poco f* *f* *fp* *mp* *p* *espr: - - -* *pp* *poco* *f*

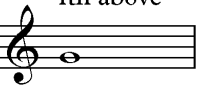
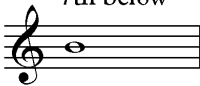
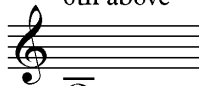
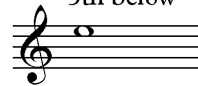
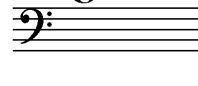
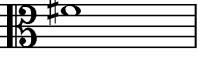
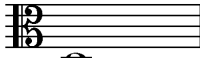
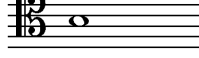
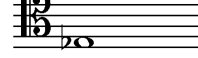
Example 2. Alban Berg, *Lyric Suite*, I, mm. 1-4 (1925-26).

Chapter 4 Assignment 2

1. Indicate the quantity of each interval.

1	2	3	4
			
5	6	7	8
			
9	10	11	12
			

2. Without using accidentals, provide the note that completes each interval.

1	2	3	4
4th above	7th below	6th above	5th below
			
5	6	7	8
4th above	2nd below	3rd above	7th below
			
9	10	11	12
6th below	7th above	3rd below	5th above
			

3. For the following examples, determine the quantity of each melodic interval.

25



mf

Example 1. Jennifer Higdon, *Rhythm Stand*, glockenspiel, mm. 25-28 (2004).



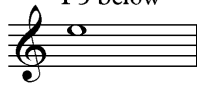
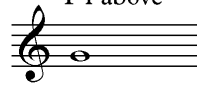
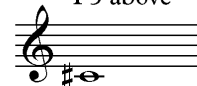
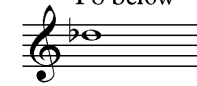
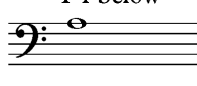
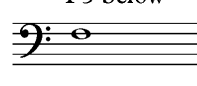
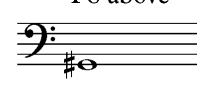
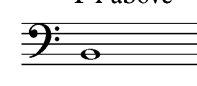
Example 2. Eddie Palmieri, “Leapfrog to Harlem,” mm. 9-12 (2003).

Chapter 4 Assignment 3

1. Indicate the quantity and quality of each interval.

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 

2. Provide the note that completes each interval.

1 P5 below 	2 P4 above 	3 P5 above 	4 P8 below 
5 P4 below 	6 P5 below 	7 P8 above 	8 P4 above 
9 P5 above 	10 P8 above 	11 P4 below 	12 P5 above 

3. Label each interval as larger than (>P) or smaller than (<P) perfect.

1 	2 	3 	4 
5 	6 	7 	8 

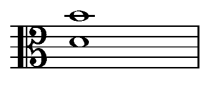
4. In the following example, find which melodic intervals are perfect and label them as P1, P4, P5, or P8.



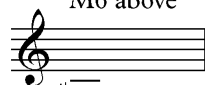
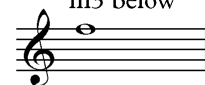
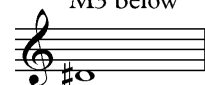
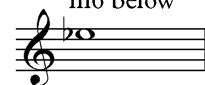
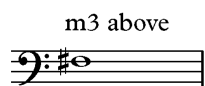
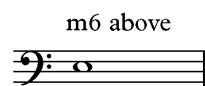
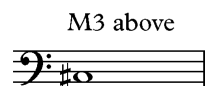
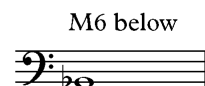
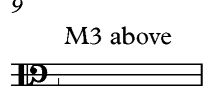
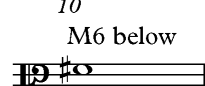
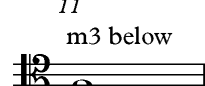
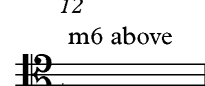
Example 15. John Williams, “Superman March” from *Superman*, mm. 1-4 (1978).

Chapter 4 Assignment 4

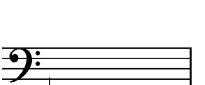
1. Indicate the quantity and quality of each interval.

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 

2. Provide the note that completes each interval.

1 M6 above 	2 m3 below 	3 M3 below 	4 m6 below 
5 m3 above 	6 m6 above 	7 M3 above 	8 M6 below 
9 M3 above 	10 M6 below 	11 m3 below 	12 m6 above 

3. Label each interval as larger than (>M, >m) or smaller (<M, <m) than major or minor.

1 	2 	3 	4 
5 	6 	7 	8 

4. In the following example, find and label all perfect intervals and all major and minor 3rds and 6ths. Do so for both the melody and harmony.

5

It's not sim-ple to say,___ most_ days___ I don't re-cog-nize me that these

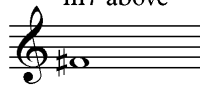
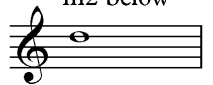
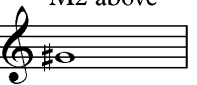
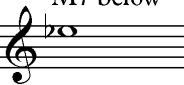
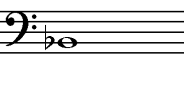
Example 1. Sara Bareilles, “She Used to Be Mine” from *Waitress*, mm. 5-13 (2015).

Chapter 4 Assignment 5

1. Indicate the quantity and quality of each interval.

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 

2. Provide the note that completes each interval.

1 m7 above 	2 m2 below 	3 M2 above 	4 M7 below 
5 M2 below 	6 M7 above 	7 m2 above 	8 m7 below 
9 M2 above 	10 m7 below 	11 M7 above 	12 m2 below 

3. Label all melodic intervals in the melody and in the bassline and the harmonic intervals between the melody and bassline in the following example.

13

I don't know why I love you like I do, af-ter all those chan-ges that you put me through.

Example 1. The melody and bassline from Al Green and Mabon Hodges, “Take Me to the River,” mm. 13-16 (1974).

Chapter 4 Assignment 6

1. Indicate the quantity and quality of each interval.

1



2



3



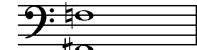
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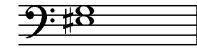
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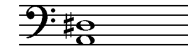
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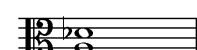
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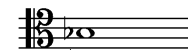
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11



12

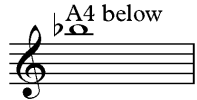


2. Provide the note that completes each interval.

1



2



3



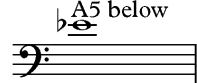
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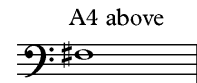
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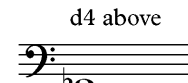
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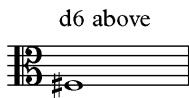
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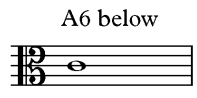
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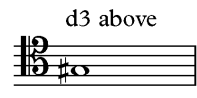
9



10



11



12



3. Provide an enharmonic spelling of each interval and label both the original and the new intervals.

1



2



3



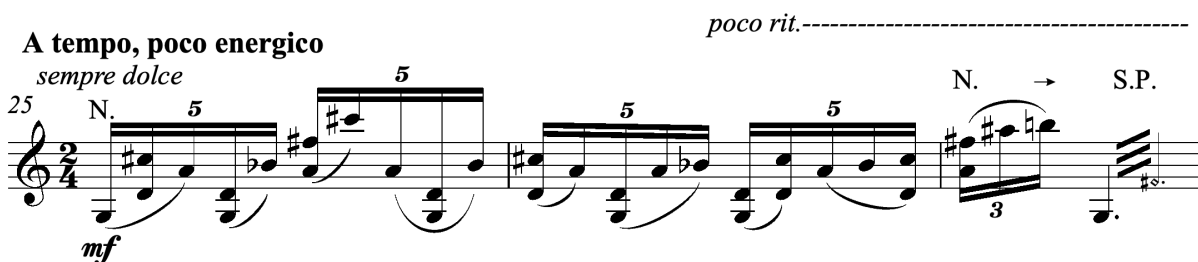
4



4. Label all intervals in the following examples.



Example 1. Billy Strayhorn, chorus from “Lush Life,” mm. 1-4.



Example 2. Kaija Saariaho, *Nocturne for Solo Violin*, mm. 25-27 (1994).



Example 3. Aaron Copland, “Introduction: The Open Prairie” from *Billy the Kid*, mm. 1-6 (1938).

5. Composition: Compose two 8-measure melodies that consist of two four-measure phrases. Give each piece a title, a tempo, and dynamics.

For the first melody, use treble clef, 9/8 time signature, and rhythms of dotted quarter notes, quarter notes, and eighth notes. The first phrase should begin on C4 and end on G4. The second phrase should begin exactly as the first one did but then diverges and ends on C5. Use every interval quantity but use mostly 2nds and 3rds so that the melody is singable.

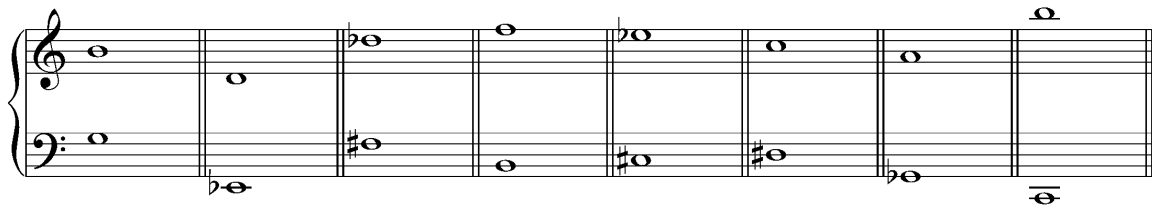
For the second melody, use bass clef, 4/4 time signature, and rhythms of quarter notes, quarter eighth notes, and sixteenth notes. The first phrase should begin on C3 and end on C4. The second phrase should begin exactly as the first one did but then diverges and ends on C2. Use only m2, M2, TT, m7, and M7.

Chapter 4 Assignment 7

1. For each of the following intervals, indicate the inversion.

Interval	Inversion
M3	
P4	
m7	
d5	
+6	
m2	
M6	

2. Determine the quality and quantity of each compound interval below. Then determine the analogous simple interval as well as the inversion of this simple interval.



inversion: